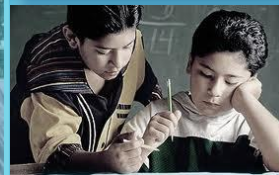


MIGRANT EDUCATION PROGRAM



PROJECT DIRECTORS MEETING



THURSDAY, JUNE 20, 2013
8:30 AM- 3:30 PM

WELCOME

Today's Agenda

- I. Identification and Recruitment
- II. Child Eligibility
- III. Parent Advisory Council
- IV. Comprehensive Needs Assessment
- V. Service Delivery Plan

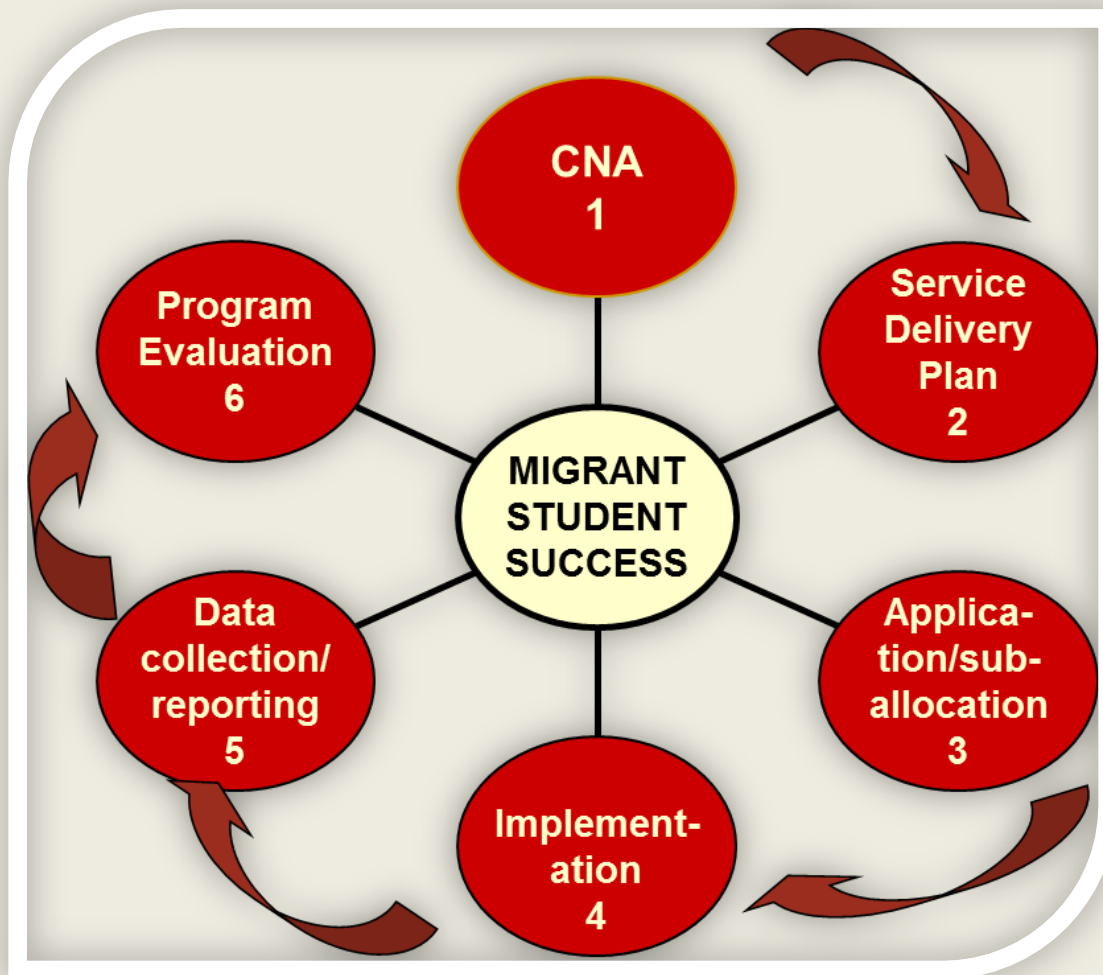
Lunch Break (lunch on your own)

- V. Allocation/Sub Allocation
- VI. Implementation
- VII. Intra/Interstate Coordination
- VIII. Program Evaluation
- IX. Technical Assistance/Monitoring
- X. Professional Development



PROGRAM PLANNING SYSTEM

MIGRANT STUDENT SUCCESS



- Professional Development
- Parent Involvement
- Alignment with Nebraska State Initiatives
- Technical Assistance and Monitoring
- Inter/Intrastate Coordination
- Migrant Student ID&R
- Curriculum/Instruction Assessment
- Recordkeeping

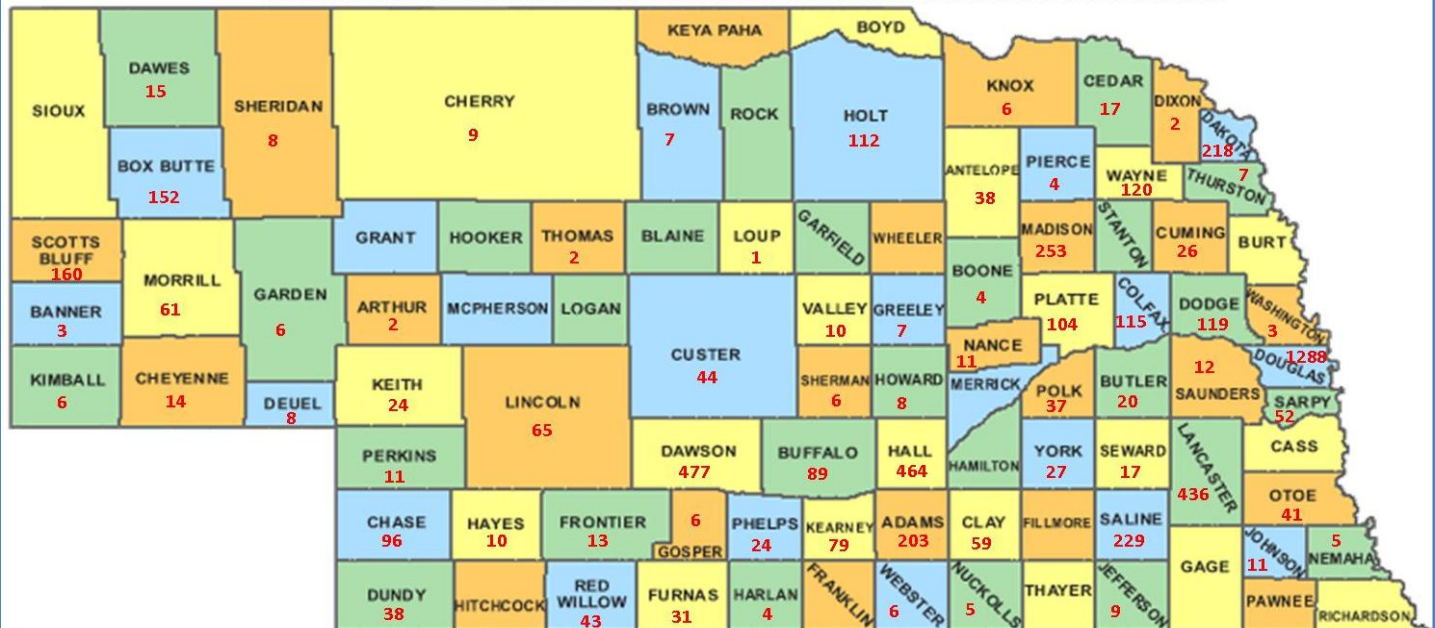


STATE IDENTIFICATION AND RECRUITMENT [ID&R] PLAN

The Nebraska MEP is responsible for the proper and timely identification and recruitment of all eligible migrant children and youth in the state. This includes securing pertinent information to document the basis of a child's eligibility.

State ID&R Plan

- Blends local and statewide perspectives
- Provides year-round recruitment
- Provides ID&R coverage for the entire state with a focus on all demands of the migrant lifestyle.

**TOTAL: 7647**

STATE IDENTIFICATION AND RECRUITMENT [ID&R] PLAN



State ID&R Coordinator

Project Recruiters

Hired **by local school districts** or projects where migrant recruitment is only part of their job.

Priority is given to meeting educational needs of migrant students in a **K-12 setting**.

Scope of service is **limited to the school district or the project** with little or no ability to recruit outside defined boundaries, school hours, or school calendar

State Recruiters

Recruit in areas **outside** current projects.

Address the needs of migrant children **who may not currently be enrolled** in school districts or other educational settings.

In project areas, their emphasis is on children **birth to five years of age** and **outside current K-12** educational settings.

In non-project areas, state recruiters will recruit families with children **birth through age 21 and/or out of school youth**.



CERTIFICATE OF ELIGIBILITY [COE]

General Instructions

- A COE must be completed every time a child makes a new qualifying move.
- All attempts should be made to complete all data elements and sections of the COE.
- If the recruiter completes a COE for a family, the recruiter must fill out a separate COE for any child who has a different qualifying data (QAD) or different eligibility (OSY).
- The recruiter must not include any child who:
 1. was born after the qualifying move;
 2. is not eligible to receive a free public school education; and,
 3. did not make the qualifying move described on the COE.

Refer to paper COE



[ID&R] QUALITY CONTROL PLAN

Veronica Estevez

The SEA must develop a system of “quality control” to ensure the accuracy of the information used to determine each child’s eligibility

SEA Quality Control System

- Provide training for recruiters on various aspects of the job.
- Review each COE to verify the child is eligible for services.
- Resolve eligibility questions and validate eligibility determinations through formal processes.
- Monitor the ID&R practices of recruiters.
- Provide documentation that supports the implementation of the quality control process.
- Implement corrective action in response to internal audit findings and recommendations.



NEBRASKA DEPARTMENT OF EDUCATION

CHILD ELIGIBILITY

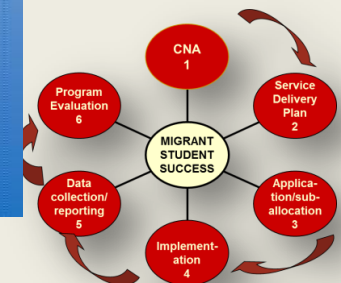
Danielle Waite

Data Collection &
Reporting

Refer to MEP Booklet



NEBRASKA DEPARTMENT OF EDUCATION



CERTIFICATE OF ELIGIBILITY [COE]

Electronic COE Pilot

COE Year,
Number,
Project ID

COE IDs
NE35-36704

COE ID

COE Family

Male Parent	Last Name 1	Last Name 2	Suffix	First Name	Middle Name	
	RODRIGUEZ	LOPEZ	JR	RAUL		Search
Female Parent	Last Name 1	Last Name 2	Suffix	First Name	Middle Name	
	LUNA	MORALES		LAURA		
Male Guardian	Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Search
Female Guardian	Last Name 1	Last Name 2	Suffix	First Name	Middle Name	

COE Family &
Guardian
Information

Qualified
Worker

Current Address

First panel is
the COE
Family section



NEBRASKA DEPARTMENT OF EDUCATION

CERTIFICATE OF ELIGIBILITY [COE]

Electronic COE Pilot

Qualifying Move & Work

Items 1 - 3 Items 4 - 5 Item 6

1. The child(ren) listed above moved From School District [] City [ST JOSEPH] State [MO] Country [USA]
from a residence in []
To School District [] City [OMAHA] State [NE]
to a residence in []

Indicate prior residence (City, State, Country) of parent / guardian, if different from child(ren) Prior Residence Comments []
City [] State [] Country []

2. The child(ren) moved (complete both a. and b.):
a. To join or precede the worker []
b. The worker, LAURA LUNA-MORALES [] is the
i. (Complete if "to join or precede" is checked in 2a.) The worker moved on 5/6/2012
Indicate why the residency date of parent/guardian differs from child(ren), if applicable: CHILDREN STAYED TO FINISH SCHOOL

3. The Qualifying Arrival Date (QAD) was 5/25/2012

Eligibility Child(ren) Signatures

Prior and current residence information

Details for when/how/why children moved

Qualifying Arrival Date

Second panel is the COE Eligibility section



NEBRASKA DEPARTMENT OF EDUCATION

CERTIFICATE OF ELIGIBILITY [COE]

Electronic COE Pilot

Qualifying Move & Work

Items 1 - 3 Items 4 - 5 Item 6

4. The worker moved due to economic necessity in order to obtain:

If worker did not obtain the qualifying work:

4ci - Statement of Prior History Comments City State

Qualifying Activity Comments

4cii - Statement of Credible Evidence Comments

5. The Qualifying work * was (make a selection in both a. and b.):

Temporary/Seasonal Fishing/Agriculture

a. Temporary Employment b. Agriculture

Employer Name City State Country

TYSON OMAHA NE USA

Qualifying Work Comments

NONE

Personal Subsistence Comments

* If applicable, check 5c. ☐ Personal Subsistence

Family **Eligibility** Child(ren) Signatures

Explanation of qualifying work status

Qualifying Activity & Employment Information



CERTIFICATE OF ELIGIBILITY [COE]

Electronic COE Pilot

Qualifying Move & Work

Items 1 - 3 | Items 4 - 5 | Item 6

6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:

A. Worker's Statement

6a - Worker's Statement - Indicate the length of time at qualifying activity

WILL WORK 6 MONTHS

6b - Employer's Statement - Indicate the length of time at qualifying

6c - Employer Name

Worker's or Employer's statement

Family | **Eligibility** | Child(ren) | Signatures



CERTIFICATE OF ELIGIBILITY [COE]

Electronic COE Pilot

OSY Status

Child's name and birth information

School enrollment
status and
information

Residency date, birth
place, and ethnicity/race

Third panel is the
COE Child(ren)
section

Information

HTW RC	Last Name RODRIGUEZ	Last Name2 LOPEZ	Suffix III	First Name RAUL	Middle	Gen M	Birthdate 10/29/1990	MB N	BC 04
Res. Date 5/25/2012	Birth City MOROLEON	State GT	Country MEX	B.C. Y	Ethnicity / Race Hisp Y RC1 WH RC2 RC3 RC4 RC5			Age 21	
Type O	Enr. Date 5/25/2012	Grade RE	NE Code 28-0001-001	Facility Name BENSON MAGNET HIGH SCHOOL		School Year			
Enroll Date 5/25/2012		Facility Name BENSON MAGNET HIGH SCHOOL							

New Enrollment
Remove Enrollment
Update Record

Child(ren) Signatures

CERTIFICATE OF ELIGIBILITY [COE]

Electronic COE Pilot

ent Staff

Parent / Guardian / Spouse / Worker Signature

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed above is/are eligible for the Title I, Part C Migrant Education Program. To the best of my knowledge, all of the information I have provided to the interviewer is true.

Educational use of information has been explained to me (FERPA). Y ☐

Statement of Credible Evidence Documentation Attached? N ☐

Sign

Sign Date
7/23/2012

Signed By Name
LAURA LUNA-MORALES

Relationship to Child(ren)
ent Staff

Staff Signatures

I certify that based on the information provided to me, which in all relevant aspects is reflected above, these children are migratory children as defined in 20 U.S.C. 6399(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

Interviewer Signature Sign		Interviewer Name ARECELI MUNOZ	Sign Date 7/23/2012
Approval 1 Signature Sign		Approval 1 Name	Sign Date
Approval 2 Signature Sign		Approval 2 Name	Sign Date
SEA Reviewer Signature Sign		SEA Reviewer Name	Sign Date

Fourth panel is the
COE Signatures
section



CERTIFICATE OF ELIGIBILITY [COE]

Statewide Electronic COE

- Current pilots
- Proposed timeline
- COE Approval Process

Recruiter

SEA
Approver

SEA
Approver

SEA
Reviewer



PARENT ADVISORY COUNCIL [PAC]

Betty Vertin

- Parental involvement is an integral part of all Title I programs, including the MEP. Research shows that parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement. **In order to receive MEP funds, SEAs and the local operating agencies must implement programs, activities, and procedures that effectively involve migrant parents.**
- An SEA must:
 - 1) develop its comprehensive State plan in consultation with parents;
 - 2) consult with parent advisory councils (PACs) regarding programs that are one school year in duration; and
 - 3) plan and operate the MEP in a manner that provides for the same parental involvement as is required in section 1118.
- **SEAs and local operating agencies must consult with parent advisory councils in planning and operating the MEP if they operate programs of one school year in duration.**



STATE COMPREHENSIVE NEEDS ASSESSMENT [CNA]

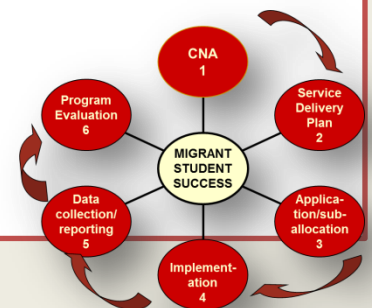
State CNA

Systematic approach that progresses through steps involving stakeholders such as migrant parents, educators and administrators of migrant programs, content area experts, and other individuals critical to the MEP.

The purpose OF CNA:

- a) focus on ways to permit migrant children with Priority for Services (PFS) to participate effectively in school.
- b) meet migrant student needs not addressed by services available from other Federal or non-Federal programs.

The CNA results guide the state in establishing priorities for local procedures and provide a sound basis for allocating funds to local operating agencies.



LOCAL COMPREHENSIVE NEEDS ASSESSMENT [CNA]

Kris Burling & Amanda Levos

The primary purpose of the comprehensive needs assessment is to guide the overall design of the MEP on a statewide basis. The CNA is a systematic approach to determine needs, examine their nature and causes, and establish priorities for the migrant projects. The CNA is a decision making tool to determine projected outcomes through MEP operations.

Local CNA

1. Determine the needs of migrant students and how those needs relate to the priorities established by the State
2. Design local services based on the results of the CNA.
3. Select students for the receipt of those services.



LOCAL COMPREHENSIVE NEEDS ASSESSMENT [CNA]

STEP 1: Explore “What Is”



STEP 2: Gather, Analyze, and Summarize Data



STEP 3: Make MEP Program/Services Decisions



HOW TO: LOCAL [CNA] SHARED SUGGESTIONS AND STRATEGIES

Take 2-3 minutes to complete
the "Personal Reflection"

Completing the Local CNA Shared Suggestions and Strategies				
Components of a CNA	Step 1 Conduct Preliminary Work		Step 2 Gather, Analyze & Summarize Data	
	Who will assist you in the data collection and what tools you will use to compile the necessary data?	How will you prepare and administer surveys to parents, staff, older migrant students, OSY?	How will you gather data that will represent migrant/non-migrant students, Priority for Services students, and	How will you summarize needs assessment What process will you use to identify data.

RoundRobin Activity

1. In your small group, determine who traveled the farthest today. He/she will be person A for this activity and the person to the left will be person B, then C, etc...
2. Person A will begin the round by drawing a CNA question and reading the question aloud.
3. The rest of the group will take turns responding with possible suggestions, methods and/or shared experiences. Feel free to note any relevant ideas on the "new ideas/methods" space.
4. Next, person B will draw another question and begin the next round of discussion. Repeat until the group has discussed all of the CNA questions.
5. Choose one CNA question to share out with the group.



HOW TO: LOCAL [CNA]

SHARED SUGGESTIONS AND STRATEGIES

RED	BLUE	YELLOW	GREEN
Amanda Doug Bob Betty	Kris Dee Diane Barry	Jan Deila Susan Tangela	Kiowa Jamie Veronica Danielle

RoundRobin Activity

1. In your small group, determine who traveled the farthest today. He/she will be person A for this activity and the person to the left will be person B, then C, etc...
2. Person A will begin the round by drawing a CNA question and reading the question aloud.
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4. Next, person B will draw another question and begin the next round of discussion. Repeat until the group has discussed all of the CNA questions.
5. Choose one CNA question to share out with the group.



STATE SERVICE DELIVERY PLAN [SDP] OVERVIEW

SEAs are required to develop a state plan for service delivery that describes the strategies the SEA will pursue on a statewide basis to help migrant children achieve the performance targets that the state has adopted for all children in the following:

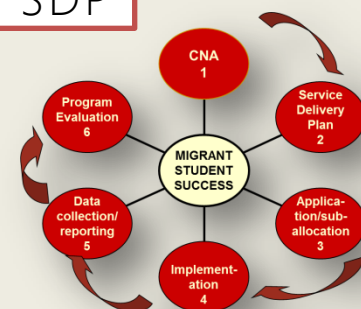
- School Readiness
- Reading/Writing/Language Arts
- Mathematics
- Graduation from High School

Components **required** to be included in a State SDP

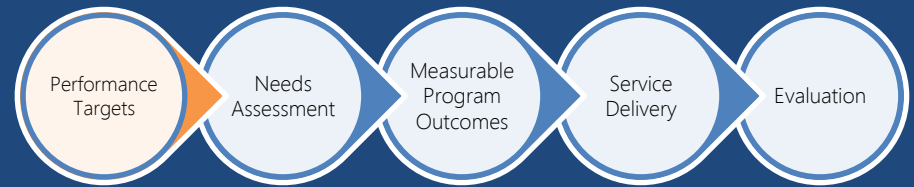
- Performance Targets
- Needs Assessment
- Measurable Program Outcomes (MPOs)
- Service Delivery
- Evaluation

Optional information that may be contained in the SDP

- Priority for Services
- Parent Involvement
- ID&R
- Student Records



SDP COMPONENTS

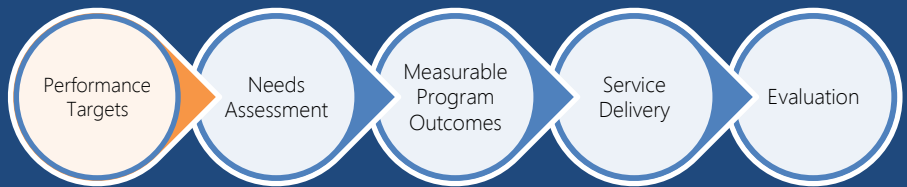


1. Performance Targets

- The local SDP must specify performance targets that the State has adopted for all migrant children for: **reading; mathematics; high school graduation/the number of school dropouts; and school readiness.** (34 CFR 200.83 (a)(1).)
- Determining which migrant students receive **Priority for Services (PFS)** is put into place so that performance goals, targets, and benchmarks ensure the appropriate delivery of migrant student services.
- Each project participating in the MEP is required to maintain a list of eligible migrant students as well as children/youth receiving services. The eligibility list should indicate whether a child/youth is determined to be a **Priority for Services** child/youth.



SDP COMPONENTS



PRIORITY FOR SERVICES [PFS]

To be identified as a Priority for Services migrant child/youth, the child/youth must meet one or more of the (A1-A10) of the At-Risk criteria **and** there must be an interruption of services during the regular school year (items B1-B4).

Priority for Services: a student who is failing or at-risk of failing to meet the state standards

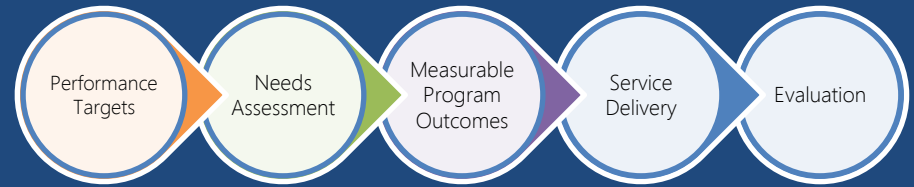
- A1. Disabled/IEP
- A2. Poor Attendance
- A3. Retention
- A4. Modal Grade
- A5. Credit Deficient
- A6. Reading Deficient
- A7. LEP
- A8. Low Performance
- A9. OSY
- A10. Pre-Kdg

Education has been interrupted during the regular school year based on the migrant lifestyle

- B1. IntraDistrict Move
- B2. InterDistrict Move
- B3. Two Weeks Absent
- B4. Re-Enroll



SDP COMPONENTS



■ Needs Assessment

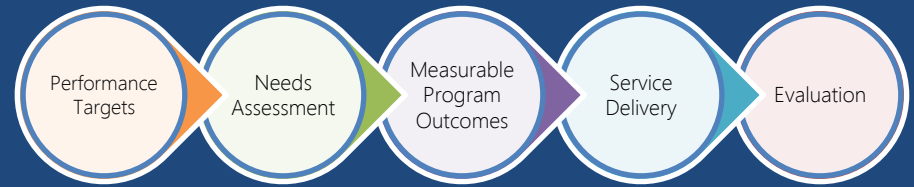
- The plan must include identification and assessment of (1) the unique educational needs of migrant children resulting from a migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)

■ Measurable Program Outcomes

- The plan must include the measurable outcomes that the MEP will produce statewide through specific educational/educationally related tools. Measurable outcomes allow the MEP to determine whether and to what degree the program has met the needs of migrant children that were identified through the CNA. The measurable outcomes should also be on target with the State's performance targets.



SDP COMPONENTS



■ Service Delivery

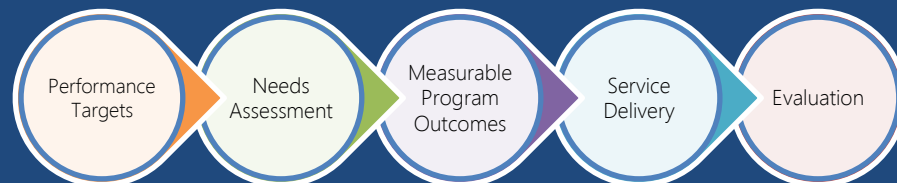
- The plan must describe the strategies for achieving the performance targets and measurable objectives. The State's service delivery strategy must address: (1) the unique educational needs that result from a migratory lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)

■ Evaluation

- The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4).)



STATE SDP



Needs Assessment

Appendix B - Chart Containing SDP Decisions (Revised 6/20/12) 1.0 – SCHOOL READINESS

NEED/CONCERN: Migrant children are starting school with limited English proficiency and lack immunizations and appropriate health care.

Summary of Solutions identified in the CNA ¹	Performance Target ² (Goal)	MEP Measurable Program Outcome ³ (Objective)	Strategy ⁴	Resources ⁴ Needed (TA, PD)	Evaluation ⁵ Tool/Monitoring Tool
Conduct home visits when absence trends are noted	By 2014, 100% of migrant pre-kindergarten aged children will meet target benchmarks for 3-4 year olds on the reliable developmental skills/ checklists in social/	1a 90% of 3-5 year old migrant children enrolled in a PK MEP-sponsored program will demonstrate proficiency in readiness on designated district assessment	1-1 Plan or coordinate with existing parent-teacher conferences at least twice each year	School calendar; bilingual staff; training for conducting P/T conferences.	See Evaluation Plan, Section 9
Explore "Grow Your Own" programs to encourage more PK teachers and staff to become bilingual			1-2 Require two professional monitoring home visits by MEP staff annually to solicit parent observations of student needs and provide strategies	Visits before school/prior to first month and second semester, develop or adopt home visit guide and data collection (e.g., PEP)	
Coordinate with CBOs to provide family literacy, GED, transportation and child care	Performance Targets	70% of migrant school students surveyed will participate in MEP-sponsored parent development will	1-3 Report needs in	All test results forwarded to data specialist; results share w/director, data queries from DRS/NDE	Evaluation (Evaluation Report)
Partner with migrant health agencies for immunizations, medical/dental, hearing screenings, and physical/behavioral health services			1-4 Report needs in	Supplemental materials; resource centers; libraries; NCFL; NAEYC	
Partner with Head Start and local school district PK services	Measurable Program Outcomes	MEP-funded or MEP-sponsored PD will report an increased ability to meet the needs of migrant children as measured by a staff survey.	1-5 Provide young learners and parents with age-appropriate educational resources for home use	Bilingual picture books and literacy backpacks, flashcards, educational	
Provide bilingual parent education health literature			1-6 Advocate for migrant children to receive priority for open slots in PK programs	Administrator/director support; MEP partnerships w/ local PK programs	
			Ensure small pupil/teacher ratios and highly qualified personnel	MEP staff; administrator/director staff with proficiency in home language	
			Provide needs-based parent education programs and presentations	Use of library, techniques/use of picture books, materials for parent/child interaction; bilingual literacy backpacks; liaison and other MEP staff	
			1-9 Promote or provide family literacy services	Calendars of at-home lesson topics for parents; presentations, newsletters, highly qualified staff; student and parent curriculum	
			1-10 Collaborate with other agencies whose mission is to promote school readiness	Time for collaborations with Head Start, private day care providers, public and private schools, adult literacy programs	
			1-11 Provide needs-based PD to staff through State MEP sponsored regional trainings on migrancy/mobility, language/social/cognitive development, culture of poverty, and CRP	SEA resources to arrange for local staff to participate; consultants and MEP staff to provide PD; resource directory; referral process/system	
			1-12 Provide appropriate needs-based support services aimed at increasing student achievement and family involvement	Health screenings, vision, and hearing checks; referrals to medical/dental services; SEA health initiative; housing; transportation	



LOCAL OPERATING AGENCIES

CNA & SDP

Local operating agencies conduct individual needs assessments to:

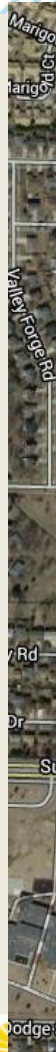
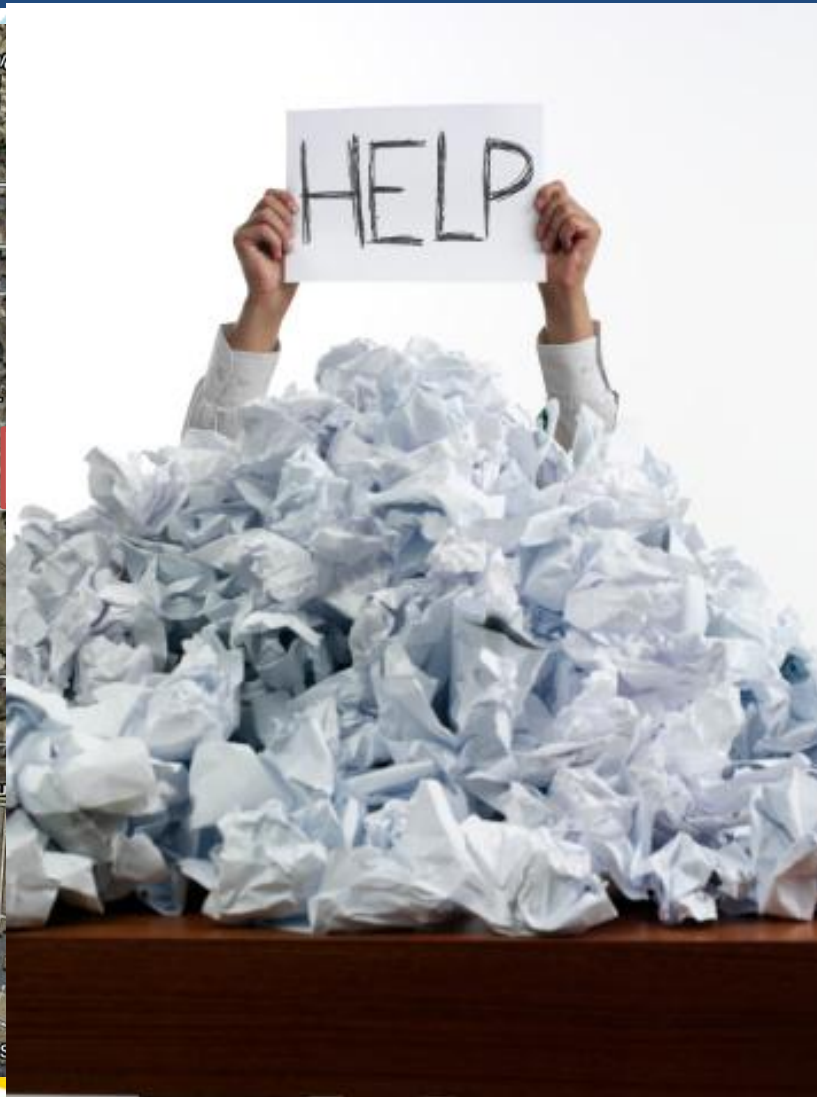
1. determine the needs of migrant students and how those needs relate to the priorities established by the state
2. design local services
3. select students for the receipt of those services

While the needs assessment procedures at the local operating agency level are aligned with those at the State level, local operating agencies are able to narrow their focus. Local staff have access to more precise information than is available at the SEA level.

This enables local operating agencies to identify such critical elements as the **specific needs of children by grade levels, needed academic areas of focus, instructional settings, instructional materials, staffing, and teaching techniques.**



NEED A BREAK? LUNCH ON YOUR OWN



WELCOME BACK

Today's Agenda

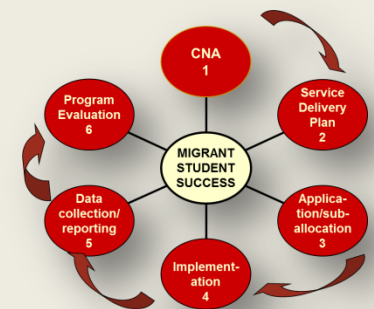
- ~~I. Identification and Recruitment~~
- ~~II. Child Eligibility~~
- ~~III. Parent Advisory Council~~
- ~~IV. Comprehensive Needs Assessment~~
- ~~V. Service Delivery Plan~~
- ~~*Lunch Break (lunch on your own)*~~
- V. Allocation/Sub Allocation
- VI. Implementation
- VII. Intra/Interstate Coordination
- VIII. Program Evaluation
- IX. Technical Assistance/Monitoring
- X. Professional Development

[Test Your Awareness](#)



APPLICATION/SUBALLOCATION

- Sub allocation projections
 - 2013-2014 preliminary sub allocations
- Applications
 - 15 Applications
 - Review application and changes
 - A deadline is a deadline
 - DUNS Number



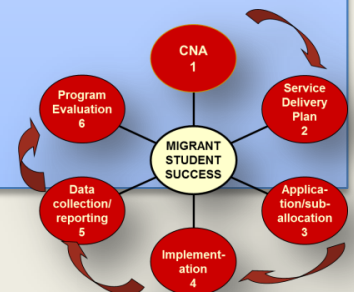
IMPLEMENTATION

■ MEP services

- “Services” are a subset of all the activities that the MEP provides through its programs and projects. “Services” are educationally related activities that:
 - directly benefit a migrant child
 - address a need of a migrant child consistent with the State’s CNA & SDP
 - are grounded in scientifically based research or accepted practice
 - are designed to enable the program to meet its measurable outcomes and contribute to achieving the State’s performance targets

■ SEA and local operating agencies may use MEP funds to provide the following types of services:

- Instructional services
- Support services



IMPLEMENTATION CONT.

- Allowable Title I Expenses

USDE Food Program



United States Department of Agriculture
Food and Nutrition Service



NEBRASKA DEPARTMENT OF EDUCATION

INTRA/INTERSTATE COORDINATION OF SERVICES



InET Consortium

Mary Ann Losh



Binational Summer Teacher
Exchange Program

Susan Mayberger



SOSOSY

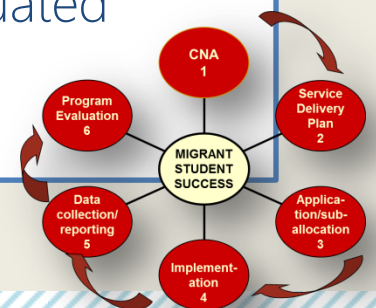
Dee Condon & Kiowa Rogers

DEPARTMENT OF EDUCATION

PROGRAM EVALUATION

The program evaluation is a report related to the delivery of the MEP that includes programs and services for that school year (regular year and summer). Migrant student educational requirements were identified through the comprehensive needs assessment (CNA), and the Nebraska MEP designed a service delivery plan (SDP) outlining how the program would meet the needs identified.

The evaluation of the extent to which goals are met is **defined through measurable program outcomes (MPOs)** in three goal areas: school readiness, reading/writing/ mathematics, and graduation from high school and services for Out of School Youth. In addition to the **results evaluation**, implementation of the program services was evaluated through **staff, parent, and student surveys, focus group interviews, and site visits.**



PURPOSE OF PROGRAM EVALUATION

Compliance

Legal Reference for Program Evaluation

Improvement

Continuous Improvement Cycle
(CNA-SDP-Evaluation)

Key component of
continuous cycle

Emphasizes data to drive
decision-making

Assists stakeholders to identify strategies
that are not addressing children's needs
effectively

Focuses stakeholders on strategies that
are most effective for raising
achievement in MPOs

Legally required for state
MEPs

Provides accountability to
external stakeholders



STATE PROGRAM EVALUATION 2010-2011 OVERVIEW

4,505

Eligible migrant
children/youth
ages 3-21

972

Students/OSY
who have
priority for
services (PFS)

2,171

Participated in
instructional or
supportive
services (48%)

536

(regular year)

195

(summer)

Students/OSY
participated in
services

The MEP implements a variety of instructional and support programs designed to meet the needs of migrant students. These programs include:

- Supplemental instructional services during regular school year
- Summer school programs
- Secondary credit accrual opportunities
- Parent involvement activities and meetings
- MEP teacher professional development



STATE PROGRAM EVALUATION 2010-2011 OVERVIEW

9/10

MPOs were met or exceeded

School Readiness

MPO 1a: By the end of the 2009-10 school year and each year thereafter, 90% of 3-5 year old migrant children enrolled in a PK program will demonstrate proficiency in readiness skills on designated district assessments. **MET**

MPO 1b: By the end of the 2009-10 school year and each year thereafter, 70% of migrant preschool parents will report growth in their ability to help their young children be ready for school. **MET**

Reading/Writing/Language Arts

MPO 2a: By the end of the 2009-10 school year and each year thereafter, the percentage of migrant students in grades 3-11 meeting AYP in reading/writing/ language arts will increase by 1%. **MET**

MPO 2b: By the end of the 2009-10 school year and each year thereafter, 50% of migrant parents participating in at least one hands-on parent interactive PAC activity in reading/writing/language arts will report being better able to support their child's success in literacy. **MET**

Mathematics

MPO 3a: By the end of the 2009-10 school year and each year thereafter, the percentage of migrant students in grades 3-11 meeting AYP in math will increase by 1%. **NOT MET**

MPO 3b: By the end of the 2009-10 school year and each year thereafter, 50% of migrant parents participating in at least one hands-on parent interaction PAC activity in mathematics will report being better able to support their child's success in mathematics. **MET**

Graduation from High School

MPO 4a: By the end of the 2009-10 school year and each year thereafter, the migrant dropout rate will be reduced. **MET**

MPO 4b: By the end of the 2009-10 school year and each year thereafter, more OSY will receive services leading to graduation, GED, and/or meeting their learning, life skills, or career goals. **MET**

MPO 4c: By the end of the 2009-10 school year and each year thereafter, 70% of migrant and other designated staff will report greater knowledge of resources and strategies to help migrant students graduate. **MET**

MPO 4d: By the end of the 2009-10 school year and each year thereafter, 70% of migrant parents surveyed will report being involved in their child's education. **MET**

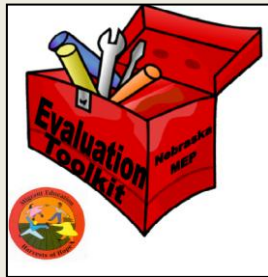


LOCAL OPERATING AGENCIES PROGRAM EVALUATION

- LEA Evaluation

- Evaluation Toolkit

- Surveys, checklists, evaluation, tracking forms

A sample survey form titled 'PAC Comprehensive Survey' with various sections for data entry and checkboxes.A sample checklist form titled 'Checklist for Local Operating Agencies' with multiple rows for tracking progress.A sample tracking form titled 'Nebraska MEP' with a grid for recording data over time.

- States are required to evaluate the effectiveness of the MEP and provide guidance on how to conduct local evaluations. Evaluations allow SEAs and the local operating agencies to
 - Determine whether the program is effective and document its impact on migrant children
 - Improve program planning by comparing the effectiveness of different types of interventions
 - Determine the degree to which projects are implemented as planned and identify problems that are encountered
 - Identify areas in which children may need different MEP services



MONITORING & TECHNICAL ASSISTANCE

■ Monitoring

- The SEA is to monitor grant and sub-grant supported activities to assure compliance with the applicable Federal requirements and that performance goals are being achieved.
- Systematic review of all MEP activities on a periodic basis to determine whether local operating agencies have made progress toward meeting all approved project objectives.

■ Technical Assistance

- The SEA may provide technical assistance in the following areas:
 - Data Technical Assistance
 - Identification and Recruitment Technical Assistance
 - Parent Involvement Technical Assistance
 - Any other local agency needs



2013-2014 PROFESSIONAL DEVELOPMENT

- Calendar of 13-14 MEP Events
- Timeline to complete local CNA



THANK YOU



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NEBRASKA DEPARTMENT OF EDUCATION